



EDOC9302 Educational Research Models and Methods New Orleans Baptist Theological Seminary

Doctor of Education Program

May 31-June 2, 2022

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Mission

New Orleans Baptist Theological Seminary and Leavell College prepare servants to walk with Christ, proclaim His truth and fulfill His mission.

Course Description

In this workshop students will be introduced to the literature and techniques of doctoral research, specifically in the EdD program which straddles the research and professional doctorate programs. Research is vital, but pragmatic application is equally important. Special attention will be given to the development of research proposals and the presentation of research, including individual guidance in the form and style of research writing in anticipation of producing a Dissertation in Professional Practice at the culmination of the EdD program.

Learning Objectives

The student involved in this course should be able to accomplish the following:

Cognitive

- Be familiar with texts which address the research process.
- Identify the various components of the DiPP
- Identify resources in each specific discipline, which will inform the dissertation of the student within Christian Education
- Be familiar with research tools, library and electronic, which facilitate research.

Affective

- Understand the importance of selected resources as they relate to the wider field.
- Understand the absolute necessity of committing to a research question • Associate titles with significant authors in the specific discipline • Understand the importance of presenting credible research for the academic community.
- Grasp the importance of extending ministry through sound research.

Psychomotor

- Become conversant in “annotated bibliography” format with the resources. • Prepare and critique a research paper.
- Demonstrate competence in the use of research tools.

Required Textbooks

Willis, Jerry W., Deborah Inman, and Ron Valenti, *Completing a Professional Practice Dissertation: A Guide for Doctoral Students and Faculty* (Information Age Publishing), June 1, 2010 (ISBN-13: 978-1607524397; ISBN-10: 1607524392)

Recommended Readings

Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams, *The Craft of Research*, 3d ed. Chicago: The University of Chicago Press, 2008

Butin, Dan (Editor), *The Education Dissertation: A Guide for Practitioner Scholars*, Thousand Oaks, CA. Corwin Press (1st edition) 2009

Cone, John D. and Sharon L. Foster, *Dissertations and Theses from Start to Finish*, 2d. Washington D.C: American Psychological Association

Leedy, Paul D. and Jeanne Ellis Ormrod, *Practical Research: Planning and Design*, 9th ed. Upper Saddle River: Pearson, 2010

Pyrzczak, Fred and Randall R. Bruce, *Writing Empirical Research Reports*, 7th ed. Glendale: Pyrczak Publishing, 2011

Yount, William (Rick), *Research Design & Statistical Analysis in Christian Ministry*, 4th ed., 2006. The book is available on the Canvas shell for the course.

Style Guides

New Orleans Baptist Theological Seminary Style Guide, available on NOBTS EdD website (www.nobts.edu/edd)

Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, 8th ed.

Course Teaching Methodology

The teaching methodology will consist of lecture, dialog, and research and report. Dialog with professors and colleagues will take place during on-campus meeting. The pre-assignments are vital for preparation and the post-assignments are imperative for completion of the course.

Course Schedule

These components will meet according to the following schedule:

April 1-May31 Online correspondence via e-mail, completion of pre-assignments

May 31-June 2 Introduction to Doctoral Research and the DiPP Discussion about Plan of Study, DiPP design, potential sources, etc. Introduction to Research Methodologies Statistical Techniques and Writing Workshop (prospectus)
Other topics that arise

June 2- July 18 Complete preliminary prospectus to be advanced to guidance committee. Prospectus will reflect the outline of the DiPP.

July 18 All assignments due. They will be assessed and forwarded to guidance

committee chair.

Dissertation in Professional Practice (DiPP)

The Dissertation in Professional Practice process is a formal demonstration of the doctoral candidate's knowledge, skills, behaviors, scholarship, and dispositions of educational leadership. A "Dissertation in Professional Practice, (DiPP)" demonstrates a doctoral candidate is capable of educational research, critical thinking, theological reflection, and organizational leadership or instruction.

Problem of Practice

Students are encouraged from the beginning of the program to identify a problem of practice as the focus of their dissertation. A problem of practice dissertation describes a challenge in educational practice, empirically investigates the challenge and/or test solution(s) to address the challenge, generates actionable implications, and appropriately communicates these implications to relevant stakeholders.

Dissertation Design

The dissertation should:

- Focus on a problem of practice that is relevant to the student and his/her professional context
- Have direct implications for policy and practice
- Be developed using solid biblical and theological foundations
- Employ an established theoretical framework
- Uphold common standards of high quality (well-written, rigorous and coherent approach to methodology, thorough grounding and bounding, etc.)
- Have a final chapter that outlines how this study helps/informs everyday work of practitioners and a section that makes specific suggestions for improved practices based on the findings of the study

Products/Artifacts

The dissertation must contain appropriate products (artifacts) to support the research proposal. The products must be linked directly to the relevant literature, research design and verifiable method. Suggested products can include, but are not limited to:

- Evaluation Plan
- Research Options
- Funding Proposal
- Policy Brief
- Research Data and Analysis
- White paper/Executive summary
- Journal article (practitioner or academic)
- Curriculum Design/Curriculum Materials

The purpose/goal of the DiPP will determine the model or method employed for the research and writing. Dissertations must involve the systematic collection and analysis of data or primary source material. If necessary, appropriate workshops or seminars in quantitative or

qualitative research may be included as electives in the Plan of Study. A student must receive approval to pursue relevant coursework not available at NOBTS.

Assignments and Evaluation Criteria

Course Requirements

Week of April 1–Clarification of Syllabus and Assignments

Students will go on Blackboard and respond to a threaded discussion (see Discussion Board, “Syllabus Questions”) and ask any questions that come to mind. If no questions, simply reply that you understand the syllabus and are looking forward to seeing Dr. Jackson in May)

April 1-May 31 – Complete required reading, prepare a research question and DiPP outline/rough draft.

May 31-June 2 – Class meeting in New Orleans

July 18 Post Assignments due

Requirements–to be completed before arrival to the class.

1. Each student is expected to study the required texts carefully, complete pre course assignments, and attend all class sessions. Assignments to be completed prior to the class sessions. In order to maximize the time in the course, it is crucial that you do extensive work prior to the course. Assessment of the reading assignments will be made the first day of class. Failure to complete the appropriate reading and pre-assignments is grounds for dismissal from the class. Pre-assignments include the following:
 - a. Read *Completing a Professional Practice Dissertation: A Guide for Doctoral Students and Faculty*
 - b. Read *Practical Research: Planning and Design, chapters 1-6.* c. *Research Design & Statistical Analysis in Christian Ministry.*
2. Interviews
 - a. Conduct telephone interviews with a three persons, who have a doctoral degree in Christian education, from the following categories: A Christian education professor at a college or seminary, a denominational worker, and a pastor or staff member at a large church. Goal of this assignment is to hear issues they deal with in order to inform a potential PoP.
 - b. Discuss their problem solving strategies in their present practice. Ask them what they think of your PoP idea.
 - c. Discuss suggestions they have for students to strengthen their doctoral work and made the experience more beneficial.
 - d. Summarize each of these three interviews in a two page, single spaced submission.
3. Find fifteen sources that might inform your projected DiPP. You should identify five books, five professional journal articles and five online sources. Write a paragraph on the value of each source. Observe how each author handles the elements of research and how arguments are made and supported. You may bring copies of the articles with your highlights/notes on the article.

4. Write a **rough draft** outline for a DiPP using *Completing a Professional Practice Dissertation: A Guide for Doctoral Students and Faculty*. Emphasis is on the identification of the PoP (Problem of Practice) and the resources needed to address the problem. Resources for DiPP structure may be found on the EdD website.

Post Workshop-Assignment

Complete and submit preliminary prospectus for DiPP. Email it to Dr. Jackson at ajackson@nobts.edu Deadline is July 18, 2022.

Evaluation: the course is pass/fail but post-assignment will be graded according to EdD standards in order to identify growth areas for submission of final DiPP.

Grading Scale: This is a pass/fail course. You must earn a final average of 80% or more to pass.

Course Policies

Academic Policies: Academic policies relate to absences, grading scale, final examination schedules, and other topics can be found in the current online catalog: [New Orleans Baptist Theological Seminary Graduate Catalog](#).

Absences: Absences are not permitted. You must see the Associate Dean, Research Doctoral Programs, for any exception to this policy.

Academic Honesty Policy: All graduate and undergraduate NOBTS students, whether on-campus, internet, or extension center students, are expected to adhere to the highest Christian standard of honesty and integrity when completing academic assignments for all courses in every delivery system format. The Bible provides our standard for academic integrity and honesty. This standard applies whether a student is taking tests, quizzes, exams, writing papers, completing Discussion Boards, or any other course requirement.

Assignment Formatting: Unless otherwise noted, all assignments are to be created in Turabian format. All written assignments must be Word documents, written in third person unless otherwise instructed, and created in 12 pt. Times New Roman font.

Assignment Grading: Assignments will be graded within a reasonable period of time. The student will find feedback in the grading rubric, as well as on graded assignments.

Assignment Submission: All assignments are to be submitted to Blackboard by 11:59 p.m. of the due date unless otherwise indicated. Do not send files as attachments via email to the professor. For technical reasons, this mode of file transmission is extremely inefficient.

Cell phones: Phones must be silenced during class time. The use of a cell phone for the purposes of texting, email or other social media is not permitted. Anyone who is observed text messaging or using an electronic device during class may be asked to drop the course

Classroom Decorum: Your participation is required for every session. You are expected to:

- Come to the sessions with a constructive point of view, prepared to interact with the readings and resources related to the course topic.
- Dress appropriately and in accordance with the NOBTS Student Handbook.
- Turn off cell phones and not accept any calls and/or text messages during class.
- Utilize laptops and other technology for class purposes only.
- Maintain confidentiality when someone shares personal information.

Grading Scale: Your final grade will be based on your total accumulation of points as indicated under the *Assignments and Evaluation Criteria* section of this syllabus according to the grading scale in the NOBTS 2013-2014 catalog.

A 93-100 B 85-92 C 77-84 D 70-76 F 69 and below

Laptops: Laptops may be used in class only for taking notes and other activities assigned by the professor. Other activities are strictly prohibited. Laptops may not be open during presentations unless requested by the presenter. Anyone observed using a laptop in a way that violates this policy may be asked to drop the course.

Late Assignments: Only under extreme circumstances, and with prior approval, will a late assignment be accepted. Late assignments will be assessed an initial 10-point penalty and 1 point for each day after the due date. No assignments will be accepted more than two weeks after the original due date. Missed presentations may not be made up.

Netiquette: Netiquette refers to appropriate online behavior in Blackboard or other online discussions. Each student is expected to demonstrate appropriate Christian behavior when working online on Discussion Boards or whenever interaction occurs through web, digital, or other electronic medium. The student is expected to interact with other students in a fashion that will promote learning and respect for the opinions of others in the course. A spirit of Christian charity is expected at all times in the online environment.

Plagiarism: NOBTS has a no tolerance policy for plagiarism. Plagiarism in certain cases may result in expulsion from the seminary. See the NOBTS Student Handbook for definition, penalties, and policies associated with plagiarism.

Recording Policy: Recordings of class, including any audio and/or video recordings, regardless of the media or format, and regardless of the intended or actual use, are not permitted without prior written permission of the professor. The class will be notified in advance should any such recording be approved. This policy is intended to protect the privacy of the students.

Revision of the Syllabus: The course syllabus is not a legal contract. Any syllabus revision will be preceded by a reasonable notice to students. The standards and requirements set forth in this syllabus may be modified at any time by the professor. Notice of such changes will be by announcement in class or by email notice.

Withdrawal from the Course: The administration has set deadlines for withdrawal. These dates and times are published in the academic calendar. Administration procedures must be followed. You are responsible to handle withdrawal requirements. A professor can't issue a withdrawal. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in the course if you choose not to attend once you are enrolled.

Additional Information

Blackboard and SelfServe: You are responsible for maintaining current information regarding contact information on Blackboard and SelfServe. The professor will utilize both to communicate with the class. Blackboard and SelfServe do not share information so you must update each. Assignment grades will be posted to Blackboard.

You will be enrolled in two Blackboard shells for this course – Teaching in Higher Education in which you will be enrolled as a student and Teaching in Higher Education Practice Shell, in which you will be enrolled as an instructor. *You will post assignments to both shells.* Pay careful attention to the instructions related to each assignment.

Correspondence with the Professor: Every effort is made to respond to emails and phone calls within 24-48 hours, excluding weekends. Please feel free to contact the professor(s) with any question you may have regarding this course.

Help for Writing Papers at “The Write Stuff”

This is the official NOBTS Writing Center online help site for writing academic papers and essays. <http://www.nobts.edu/writing/default.html> You will discover writing guides, tips, and valuable information to help you become a better writer. Go here for Turabian and APA style helps and guidelines. You will also find language fonts for Greek and Hebrew.

Hurricane/Severe Weather Evacuation: For up-to-date weather information stay tuned to:

- WBSN FM-89.1
- WWL Channel 4
- WWL AM-870
- www.nobts.edu

Mandatory Evacuation: Hurricane season lasts from June 1 to November 30. If the Mayor or the President of NOBTS recommends that you leave the city, then do so. If a mandatory evacuation is called everyone except emergency personnel must leave. Staying on campus is not an option. See the *Student Handbook* for further information regarding hurricane preparedness, evacuation, and shelter.

NOBTS Emergency Text Messaging Service: Once you have established a SelfServe account you may sign up for the NOBTS emergency text messaging service by going to <http://nobts.edu/NOBTSEmergencyTextMessage.html>.

Special Needs: If you need an accommodation for any type of disability, please set up a time to meet with the professor(s) to discuss any modifications that you may need and we are able to provide.

Technical Support: For assistance regarding technology, consult ITC (504-816-8180) or the following websites:

- Selfserve@nobts.edu - Email for technical questions/support request for help with the site (Access to online registration, financial account, online transcript, etc.).

- BlackboardHelpDesk@nobts.edu - Email for technical questions/support requests with the NOBTS Blackboard System.
- [Student Bb Help](#) - Visit for student assistance in using Blackboard.
- ITCSupport@nobts.edu – Email for general technical questions/support requests.
- www.NOBTS.edu/itc/ - View general NOBTS technical help information on this website.

Dissertation Prospectus – Sample Outline #1 (Appropriate for some using historical research)

(Note: This outline contains the primary items to be in the prospectus. Each student should customize as appropriate to his or her dissertation.)

I. The Thesis and Its Setting

- A. The thesis (research question, thesis statement, purpose)
- B. The hypotheses
- C. The definitions of terms [if needed]
- D. The assumptions [if needed]

II. The Review of the Related Literature or State of Research

III. The Importance of the Study

IV. Methodology

[Customize this section for your dissertation—cover the material, but do not be bound to the outline.]

Write an introduction to the entire section. Then write a narrative section that addresses the issues appropriate to the proposal.

Section 1: use a descriptive subheading that fits your research. In a narrative format cover the appropriate items such as:

- The data needed *[primary and secondary – be specific]*
- Criteria governing the admissibility of the data.
- The location of the data *[specific ... ie. Not “in books in the library”]*
- The means of obtaining the data.
- The treatment of the data *[This is the heart of the section. Discuss the methodology used and how you will interpret the data. Be specific and “detailed.”]*

Section 2:

- The Qualifications of the Researcher
- The Outline of the Proposed Dissertation (organized by chapters) • Selected Bibliography

Adapted from Paul D. Leedy, *Practical Research: Planning and Design*

Dissertation Prospectus - Sample Outline #2
(Appropriate especially for some quantitative designs)

(Note: This outline contains the primary items to be in the prospectus. Each student should customize as appropriate to his or her dissertation.)

I. The Problem and Its Setting

- A. The statement of the problem
- B. The hypotheses
- C. The definitions of terms
- D. The Review of the Related Literature
- E. The Importance of the Study

II. Method

- A. Subjects
- B. Measures
- C. Validation
- D. Reliability
- E. Procedure
- F. Data analysis

III. The Qualifications of the Researcher

IV. The Outline of the Proposed Study (organized by chapters)

V. Selected Bibliography

Dissertation Prospectus - Sample Outline #3
(Appropriate especially for some quantitative designs)

(Note: This outline contains the primary items to be in the prospectus. Each student should customize as appropriate to his or her dissertation.)

- I. Introduction and Literature Review
 - A. Literature Section 1
 - B. Literature Section 2
 - C. Summary and conclusions
 - D. Statement of purpose
- II. Method
 - A. Subjects
 - 1. Criteria of inclusion in study
 - 2. Recruitment of subjects
 - B. Design
 - 1. Setting and apparatus
 - 2. Independent variables
 - 3. Measures (dependent variables)
 - 4. Procedure
- III. Results
 - A. Statistical procedures
 - B. Data presentation
 - C. Interpretation of the data
- IV. The Qualifications of the Researcher
- V. The Outline of the Proposed Dissertation (organized by chapters)
- VI. Appendixes
- VII. Selected Bibliography

Adapted from John D. Cone and Sharon L. Foster, *Dissertations and Theses from Start to Finish*, 83-90. See chart on pp. 132-33.

Dissertation Prospectus - Sample Outline #4
(Appropriate especially for some qualitative research designs)

(Note: This outline contains the primary items to be in the prospectus. Each student should customize as appropriate to his or her dissertation.)

I. Introduction

- A. Problem and significance (in related literature)
- B. Focus and research questions
- C. Limitations of the study

II. Research Design

- A. Overall strategy and rationale
- B. Focusing on the specific settings, population and phenomenon
- C. Sampling people, behaviors, events, and/or processes
- D. Issues of entry, reciprocity, personal biography, and ethics

III. Data Collection Methods

- A. Participation in the setting
- B. Direct observations
- C. In-depth interviewing
- D. Document review

IV. Recording, Managing, and Analyzing Data Resources for the Study

- A. Time line
- B. Level of data collection
- C. Personnel needed
- D. Resources needed

V. The Value and Logic of Qualitative Research (Criteria of soundness)

VI. The Qualifications of the Researcher

VII. The Outline of the Proposed Dissertation (organized by chapters)

VIII. Appendixes

IX. Selected Bibliography

Adapted from Marshall and Rossman as cited in John W., Creswell, *Qualitative Inquiry and Research Design: Choosing Among Five Traditions* (Thousand Oaks, CA: Sage Publications, 1998), 22.

Dissertation Prospectus - Sample Outline #5

(Appropriate especially for some qualitative research designs)

(Note: This outline contains the primary items to be in the prospectus. Each student should customize as appropriate to his or her dissertation.)

I. Introduction

- A. Statement of the problem
- B. Purpose of the study
- C. The grand tour of question and subquestions
- D. Definitions
- E. Delimitations and limitations
- F. Significance of the study

II. Procedure

- A. Assumptions and rationale for a qualitative design
- B. The type of design used
- C. The role of the researcher
- D. Data collection procedures
- E. Methods of verification
- F. Outcome of the study and its relation to theory and literature

III. The Qualifications of the Researcher

IV. The Outline of the Proposed Dissertation (organized by chapters)

V. Appendixes

VI. Selected bibliography

Adapted from John W. Creswell, *Qualitative Inquiry and Research Design: Choosing Among Five Traditions* (Thousand Oaks, CA: Sage Publications, 1998), 23.

Dissertation Prospectus - Sample Outline #6
(Appropriate especially for some quantitative research designs)

(Note: This outline contains the primary items to be in the prospectus. Each student should customize as appropriate to his or her dissertation.)

I. Introduction

- A. Statement of the problem
- B. Review of the literature
- C. Questions and/or hypotheses

II. Methodology

- A. Subjects
- B. Instruments
- C. Procedures

III. Analysis of data

- A. Data organization
- B. Statistical procedures

IV. Significance of the study

- A. Implications
- B. Applications

V. Time schedule

VI. Qualifications of the researcher

VII. Outline of the proposed dissertation

VIII. Selected bibliography

Adapted from Donald Ary, Lucy Cheser Jacobs, and Asghar Razavieh, *Introduction to Research in Education* (Fort Worth: Harcourt Brace College Publishers, 1996), 500.